



Bowhunter Education

The Utah Bowhunter Education program was implemented in 1998. From 1998-2003 the International Bowhunter Education Program was offered through the Utah Bowmen's Association which was recognized as an official Utah Bowhunter Education program. In 2003 code 23-19-12.7 was enacted. This Utah Code creates the Bowhunter education program. "The Division shall establish criteria for a Bowhunter education course... The Bowhunter education course shall include instruction in; the safe use of bowhunting equipment, fundamentals of bowhunting, shooting and hunting techniques, and hunter ethics. The Division shall issue a certificate of completion to a participant upon successful completion of a bowhunter education course which meets the requirements of this section and criteria established by the Division.

The National Bowhunter Education Foundations International Bowhunter Education Program is the official traditional bowhunter education program for the State of Utah. The Today's Bowhunter distance learning online course is the official internet based bowhunter education course of the National Bowhunter Education Foundation (NBEF) and the State of Utah.

This voluntary program enables the Division to promote safe and ethical conduct of bowhunter's in the field.

Currently bowhunter education certification is not required prior to purchasing an archery permit in the State of Utah. Although if a bowhunter hunts on one of the extended archery units they must successfully complete the archery ethics course which is provided by the Utah Division of Wildlife Resources. The archery ethics course certificate of completion must be carried with the hunter while hunting any of the extended archery units. Utah's bowhunter education program is honored by all states and provinces that have a mandatory bowhunter education requirement.

Course options

There are two course types available in Utah. The traditional style course is 12 hours in length which consists of three classroom sessions and a field day. The distance learning online course consists of an online course and a field day. Both course types provide basic information about hunting with bow and arrow, and meets or exceeds all standards as set forth by the International Hunter Education Association for bowhunter education. The two course types are stand alone programs therefore they are not to be mixed.

Description of Duties

In compliance with Sections 23-19-11, 12, 13 Utah Code: The instructor must recruit, register, train, test and qualify, as established by the Utah Division of Wildlife Resources, bowhunter education students; issue certification to those students who complete such training; maintain necessary records to be housed in the Division of Wildlife Resources permanent file.

Qualifications / Requirements

A minimum of 3 years of bowhunting experience within the past ten years is required. All applicants for the position of volunteer bowhunter education instructor must be of high moral character. Those failing to meet high standards may be denied certification. Hunting, outdoor skills, teaching and public speaking experience are highly desirable. Certification as a bowhunter education instructor is available without regard to race, creed, national origin, sex or physical handicap.

Instructors must set an excellent example of safe, mature and ethical behavior both in and out of the classroom. Alcoholic beverages must never be used before or during a bowhunter education class. Profanity has no place in a bowhunter education class. Instructors must keep in mind that they are representing not only themselves, but also the Utah Division of Wildlife Resources, and are expected to conduct themselves in a manner which reflects high professional standards and good judgment at all times.

Training Requirements

A person must be 21 years of age or older to become a certified bowhunter education instructor. Minimum program requirements must be met for an instructor to maintain current certification. New instructors have a one year probationary period. Instructors will be certified for a period of five years. The completion of a Utah bowhunter education instructor training course requires a person to:

1. Attend the approved certification course conducted by a division approved hunter education program trainer.
2. Pass a criminal background check assessing suitability to work with children under the age of 18 years and to serve as an instructor.
3. Obtain a passing score of at least 80% on a written test.

Probationary Period Requirements

1. Advertise a minimum of one course through the Division within 12 months of certification.

Or

2. Assist and/or teach the “Introduction to Bowhunting” Section in a traditional hunter education course within 12 months of certification.

And

3. Turn in the Course Information/Instructor Time Sheet (HE-04) and Roll Sheet (HE-05) associated with each course within two weeks after the completion of the bowhunter education course.
4. Attend a spring seminar.

If a new instructor does not complete the probationary period requirements within 12 months of certification they will be considered inactive. Inactive instructors must complete the instructor training course before they may be reinstated. Upon completion of the one year probationary period instructors will be certified for a period of five years.

To maintain current certification, Bowhunter Education Instructors must:

1. Advertise one course in each calendar year through the Division.

Or

2. Assist and/or teach the “Introduction to Bowhunting” Section in a traditional hunter education course a minimum of once every two years.

And

3. Attend at least two spring seminars every five years.
4. Turn in the Course Information/Instructor Time Sheet (HE-04) and Roll Sheet (HE-05) associated with each course within two weeks after the completion of the bowhunter education course.
5. Successfully pass a criminal background investigation every five years.
6. Complete an Agreement for Voluntary Services (HE-03) form every five years.

- **Spring Seminars:** Instructors will be required to attend at least two spring seminars every five years, to maintain a current certification. Spring seminars are offered throughout the state each year, and consist of information on new teaching techniques, training aids and program changes.

- **Hunter Education Training Academies:** The Academy program brings together the very best instructors in the various aspects of hunter education programs. Instructors who attend receive intensive training on the importance of the hunter education programs and specific training on how to improve their teaching skills for their classes. A registration fee may be charged to those who attend an Academy. Instructors may handle this by obtaining a sponsor to pay the fee for them. Civic groups, recreation departments and county wildlife federations are good contacts for obtaining sponsorship. This fee can vary from year to year.

If an instructor’s certification lapses, an instructor course must be completed before that individual can teach another class in the Hunter Education Program.

Uniforms

The green shirt has become the trademark and uniform of the Utah Bowhunter Education Instructor. By wearing the uniform shirt, the instructor is set apart from the students in the class and gains the respect due an authority figure. To insure uniformity throughout the state, the following guidelines should be adhered to when wearing the green uniform shirt:

- Short or long sleeve shirts may be worn.
- Shirts will be neat and clean with tails tucked in at all times.
- Only the following patches may be worn:
 1. Bowhunter Education Instructor patch – one-half inch below the shoulder seam, centered on the left sleeve.
 2. International Bowhunter Education Program IBEP Instructor patch – one-half inch below the shoulder seam, centered on the right sleeve.
 3. Instructor Academy patch – centered on the left breast pocket.
 4. Hunter Education Instructors Association patch – centered on the right breast pocket.
 5. Name tag or plate, one-half inch above the right pocket.

Course Length

The traditional bowhunter education course is a minimum of 12 hours. Instructors, however, may increase the course content to fit their needs. Instructors **may not** eliminate any of the required material from their training classes. The distance learning internet based bowhunter education field day portion is a minimum of five hours. The required subjects for bowhunter education courses include: archery equipment, hunter ethics, conservation and outdoor survival.

TRAINING AIDS

Multi Media

Using multi media in a bowhunter education class adds variety to the instruction and provides special emphasis to key concepts. To achieve the most benefit from a multi media, the concepts and facts which the student should be looking for in the multi media should be discussed before the multi media is shown. A review of these important points should follow the showing.

All bowhunter education multi media are on DVD. DVD's can be obtained at any supply outlet. DVD's should be reserved prior to the time of actual showing.

Damaged DVD's should be marked and labeled in writing and brought to the division's attention when returned.

Brochures and Handouts

Because of availability and cost of the brochures and handouts these items available for students may change from time to time. All handouts available at any given time will be issued from any supply outlet upon request.

Miscellaneous Training Aids

A variety of opportunities of procuring training aids are available for instructors to pursue. Archery equipment may be available from archery pro shop, either outright or on loan, to show students in the training program. Archery equipment companies usually offer handouts upon request to volunteer bowhunter education instructors.

Often times the best training aids are those developed by the instructor because of a particular classroom need, for example, rubber bands stretched over a wood frame representing blood veins and vessels this may be used to demonstrate the importance of sharp broadheads. Training aid construction need not be elaborate.

COURSE OUTLINE

The Bowhunter Education course outlined herein is the minimum course that is acceptable for students to obtain a Utah Bowhunter Education certificate of completion.

It includes the recommendations of the International Association of Fish and Wildlife Agencies Hunter Education Study Team, International Hunter Education Association, National Bowhunter Education Foundation, and the Utah Hunter Education Task Force.

References are cited from the **Today's Bowhunter** from Kalkomey Enterprises, Inc. This reference will supply the instructor with the information needed to effectively present the subjects as listed herein.

The course outline includes four basic areas as follows:

- **General** - Course overview is to include our bowhunting heritage, the importance of bowhunter attitude, anti-hunting trends, the importance of bowhunter education, accident trends and the role of the division in bowhunter education.
- **Safety** - Safety should include the safe use of archery equipment. The instructor should also stress the value of marksmanship, target identification, elevated stand safety, bowhunting safety, and target range procedures.
- **Hunter Responsibilities** - This area includes the responsibilities each bowhunter has to himself / herself, survival and the importance of being prepared. Also included are philosophies on bowhunter ethics, personal satisfaction, fair chase and respect for all segments of the human population; the wildlife resource and its environment; wildlife laws; and basic principles of wildlife conservation.
- **Practical Field Experience** - The practical field experience includes; equipment inspection, shooting skills, game sign, blood trailing, and the use of elevated stands and

ground blinds.

The following course outline gives instructors a good idea of the amount of time that should be spent on each topic, along with a list of required videos to cover the topic.

Keep in mind that this is a guideline. Instructors are encouraged to involve students as much as possible in the learning process with group discussion and question and answer sessions. Instructors are encouraged to develop individual lesson plans and training aids to best cover all the subjects. Subjects listed here must be covered. Delivery should reflect the instructor's own personality and imagination to better get points across to students so they will be safe, knowledgeable, responsible and involved sportsmen.

The instructor training course with the The Responsible Bowhunter's Guide will give instructors ideas on how to present the subjects and ideas included in the required course outline.

Student Fees and Registration

Bowhunter education program fee is \$6.00. The Wildlife Board has authorized the use of a Hunter Education registration certificate system to pay for bowhunter education courses. This \$6.00 fee includes the class registration certificate (which will act as the temporary certificate of completion until a permanent one is mailed to the graduate). This registration certificate may be purchased anywhere hunting and fishing licenses are sold. If the student is under the age of 18, a parent or legal guardian must sign the registration certificate giving authorization for the student to attend class. The student will bring this registration certificate (not separated) to class with him/her.

Testing

- **Written Test:** each student must take the Bowhunter Education written test, which consists of 50 questions, and pass the test with a score of 38/50 (75 percent) or higher.
- **Attitude Test:** the attitude is determined each class period. A student may fail this test at any time. Poor attitude should not be tolerated. A poor attitude in the classroom is indicative of a poor attitude in the field. Try to handle the problem in less extreme ways, but keep in mind, that students with severe attitude problems may be expelled and instructed to register again when they are capable of handling themselves in an adult manner.

TERMINAL LEARNING OBJECTIVES

Learning objectives are guidelines for the instructor, as well as the student. They are an itemized list of what is expected to be taught and what each student is expected to learn. The following list of standards comes from the IHEA and provides a guideline of the subjects to be covered in class in order to meet the minimum standards.

IHEA Standards

Bowhunter Education Standards

The International Hunter Education Association recommends the following Bowhunter Education Standards as minimum standards for developing and teaching bowhunter education programs across North America:

The Bowhunter Education Standards are minimum guidelines adopted by the International Hunter Education Association and used by hunter education administrators in those states, provinces, and territories which have bowhunter education courses separate from basic hunter education courses. Such standards will be particularly useful in reciprocity decisions where separate bowhunter education courses are required as licensing requirements. The standards were developed by a committee of hunter education professionals concerned with reciprocity among jurisdictions, bowhunter recruitment, and with methods and materials for bowhunter education. These standards are influenced by the International Bowhunter Education Program, administered by the National Bowhunter Education Foundation.

The International Hunter Education Association recommends the following as the minimum standards for teaching bowhunter education:

GOALS AND OBJECTIVES

GOAL 1 - Introduction: To introduce students to the unique aspects and history of bowhunting and why bowhunter education is important.

Rationale: Students will understand that bowhunting is a unique form of hunting that may require new and different skills from firearm hunting, and know why bowhunter education is important.

Objectives: (In-group activities, or individually, appropriate, students will be able to)

1. List at least two ways in which bowhunting differs from hunting with a firearm. (Source of power is from bending the limbs of the bow, rather than from gunpowder; the bowhunter's body takes the place of a stock in shooting bows without stocks or cocking devices; bowhunter's must get closer to the game than firearms hunters; bowhunting relies on cutting and bleeding to produce humane kills, rather than shock)
2. Know about the history of bowhunting and bowhunter education. (Bows and arrows were major hunting tools throughout most of human existence; elements of Native American hunting methods and European archery traditions were combined in the 19th and 20th

centuries to become recreational bowhunting; before bowhunter education, formal opportunities to learn the special knowledge and skills required for bowhunting were rare.)

3. List at least two reasons why bowhunter education is important. (Bowhunter's need to know about specialized equipment and techniques to become effective and responsible bowhunter's; it is important for bowhunter's to realize the limitations of bowhunting equipment; to help bowhunter's be successful, avoid wounding game, and present a responsible public image to protect the future of bowhunting, etc.)

4. Understand and describe why you and others want to hunt and bowhunt. (Relief from pressures of work or school; enjoyment of nature; shared experiences with friends; source of healthy meat; added challenge; expanded hunting opportunities; more natural hunting situations; increased satisfaction due to the extra effort involved, etc.)

5. State how hunter education efforts are funded. (National, State, Provincial and local sources; Federal aid in wildlife restoration, local standards etc.)

GOAL 2 - Bowhunter Responsibilities: To encourage students to be responsible by teaching legal and ethical hunting practices.

Rationale: Poor hunting behavior is cited as the number one reason people oppose hunting. Safe, responsible and legal behavior helps protect resources, people and property.

Objectives: (In-group activities, or individually, as appropriate, students will be able to)

1. List at least five words describing a responsible bowhunter. (Courteous, capable, careful, ethical, legal, helpful, conservationist, considerate, etc.)

2. List to whom and to what a bowhunter has responsibility and describe responsible action in regard to each. (PEOPLE: Self, other hunters, future hunters, landowners, non-hunters, etc. Self respect and others have rights and feelings that must be considered. WILDLIFE & ENVIRONMENT: Game hunted, other wildlife, the environment. Game deserves respect and humane treatment, all wildlife, their habit and the environment must be used wisely and supported.)

3. Understand that there are many more non-hunters than hunters, and list three reasons non-hunters disapprove of hunting, and why. (Hunters are careless and dangerous; hunters are unskilled and wound game; hunters leave wounded game to suffer and die; hunters waste animals they kill; hunters trespass; hunters disregard laws; hunters kill rare and endangered animals. Knowledge of and disapproval of hunters and hunting are often based on actions of irresponsible hunters, and stories of irresponsible hunters repeated by hunters and non-hunters alike.)

4. List three actions hunters can demonstrate to present a positive public image. (Cover game from sight when traveling home from a hunt, clean up before going into town, present a professional image in public when talking about hunting/conservation, don't drink and hunt, eat game that is taken, take tasteful photographs, etc.)

5. Explain the importance of establishing your own "zone of shooting confidence". (To define the range at which you are assured of making vital and trackable hits on animals of a particular species.)

1. List three possible results of taking long shots. (Increased chance of missing vital area; increased chance of deflection on unnoticed brush; animal can move before arrow strikes; increased possibility of wounding; resulting adverse public relations.)

6. State three reasons for the existence of hunting laws and how laws are passed. (Public safety, opportunity, fair chase, fair share, conservation of resources, etc.; federal and state/provincial statutes, regulatory processes, local ordinances and policies.)

1. Find/look up information from state! provincial bowhunting laws that addresses issues such as:
 1. Where to obtain licenses,
 2. Legal hunting seasons.
 3. Legal methods and equipment for all bowhunter's.
 4. Legal methods and equipment for bowhunter's with disabilities
 5. Tagging requirements.
 6. Transporting requirements.
 7. Trespassing laws
 8. Penalties and violations.

GOAL 3 - Introduction to Bowhunting Equipment: To introduce students to the various types of bowhunting equipment, and the importance of properly matched equipment.

Rationale: Knowledge of the diverse types of bowhunting equipment is necessary to make appropriate choices in equipment. All bowhunting equipment requires special knowledge, skills, and preparation for effective use.

Objectives: (Students will be able to)

1. Identify the basic parts and features of at least three basic items of archery equipment used for bowhunting. (Bows, sights, arrows, quivers, finger protection or release aids.)
2. Describe differences between compound bows, recurve/long bows and crossbows. (Longbows/recurve bows and compound bows use the bowhunter's body as a cocking and shooting platform. Crossbows use a stock as a cocking and shooting platform. Recurve and long bows have a pair of simple limbs connected by a string, and the force required to pull the string increases with the distance pulled. Compound bows have eccentric wheels or cams connected to the limbs, cables, and string, and provide a reduction in the force required to hold the string back at full draw.)
3. List three ways bowhunting equipment must be properly matched. (Bow matched to bowhunter's size, strength and shooting style; arrows matched to bow and archer; arrows matched to each other; all equipment matched to type of game.)
4. Describe the utility and possible drawbacks of various types of accessory equipment. (Sights, release aids, overdraws, range finders, arrow holders, bow holders, string trackers and other tracking aids, various clothing options, binoculars and other optics, wind detectors, scents and scent cover/elimination devices, calls, decoys, etc. all have uses, but require extra effort, care, knowledge, and may have other drawbacks.)
5. Explain how a broadhead works and the importance of razor-sharp blades and other aspects of selecting a broadhead. (Kills through bleeding, not shock; extreme sharpness needed to cut rubbery blood vessels; choose appropriate weight, size, and design, for proper flight, strength, reliability, and cutting effectiveness.)

GOAL 4 - Bowhunting Methods: To introduce students to a variety of bowhunting methods appropriate for various species of game in various habitats and conditions.

Rationale: Knowledge of different bowhunting methods and when to use them will enhance the student's enjoyment of bowhunting and the likelihood for success.

Objectives: (Students will be able to)

1. Name and identify the most common game species hunted. (Local and distant big and small game species, which may be legally taken by bowhunter's.)
2. Identify signs (in a field demonstration if possible) to indicate presence of game. (Browsing, tracks, mating activity, etc.)
 1. Discuss the advantages and disadvantages of the following bowhunting techniques:
 1. Still hunting and stalking - (most versatile, mobile, exciting, but great skill required to avoid detection by scent, sound, and sight.)
 2. Ground blinds - (Surface and pit blinds -safe and versatile, but visibility, scent and freedom of movement are critical elements.)
 3. Elevated stands - (position above sight and scent make them effective, but danger of falling, increased visible exposure especially to distant deer, lack of mobility, and poor shot angles at close deer can be disadvantages.)
3. Through a field demonstration if possible, describe different types of tree stands and their advantages and disadvantages. (Elevated stands, tripods, etc. - safe but bulky, but tripods useful where no suitable trees are present; Hang-on stands - versatile and small, but require climbing equipment; Climbing stands - require no other climbing equipment, but often practical only on straight, limbless trees. However, they are versatile since they can also be used like a hang-on stand.)
4. Through a field demonstration if possible, describe the dangers associated with all types of elevated stand hunting techniques, and the value of fall restraint systems, full-body harnesses, climbing belts and haul lines. (falls are a real possibility, especially when climbing up or down, and entering/exiting stand; fall restraint systems should prevent falls, and climbing belts should hold hunter up whenever his or her feet leave the ground. Harnesses should provide support without injury or suffocation. Haul lines must always be used to raise and lower bows and other equipment.)
5. Identify the location of the vital organs of various game animals and explain why this area should be the bowhunter's only target. (Heart, lung, liver area is largest concentration of organs and blood vessels that will produce rapid death when cut with sharp blades. Hits here usually produce a blood trail, and offer the greatest margin for error in shot placement.)
6. Understand how shot angle affects the bowhunter's ability to make an effective shot. (Actual target is inside the animal, so entry point on surface of animal varies with angle of shot. Vital area is guarded by large bones from some angles, especially from the front and extreme rear angles. Best angles are broadside and quartering away. Avoid shots when an animal is looking toward the shooter to avoid "jumping the string." Shots from a steep angle above animal reduce effective size of vital area, and shots entering above or behind vital area may result in reduced blood trail.)

GOAL 5 - Bowhunting Preparation and Safety: To help students learn the importance of preparation for a safe and successful hunt, and to avoid hazards while hunting.

Rationale: Preparation for each bowhunt is essential for safety and success. Knowledge of how to deal with the possible hazards of hunting is essential for survival, and for helping others.

Objectives: (Students will be able to)

1. Explain how to practice for bowhunting. (Wear hunting clothes to develop shooting style compatible with hunting conditions. First learn basic archery by shooting at spot targets; then practice using targets without aiming spots, to simulate aiming at game. Practice in

hunting conditions to duplicate terrain, weather, body positions, using stands, blinds, etc. Use broadheads on appropriate targets.)

2. Through a field demonstration if possible, demonstrate the importance of learning to judge distance (Bow sighting physics especially if using a sight and arrow trajectory make accurate distance estimation a very critical element for accurate shooting. Distance judging becomes more critical at longer ranges.)

3. Understand the causes, prevention, symptoms and field treatments of hypothermia and heat exhaustion and two factors, which cause each. (Hypothermia the cooling down of core body temperature caused by cold, wind and wet conditions coupled with lack of preparation, emergency preparedness, mental state and knowledge demonstrated by victim and any companions; heat exhaustion is the heating up of the core body temperature caused by hot, sunny and humid/dry conditions coupled with same factors as with hypothermia plus lack of water.)

4. List the common types of bowhunting injuries and how to prevent them. (FALLS - proper use of fall restraints, climbing belts and haul lines; BLEEDING INJURIES - proper use of hooded quivers, broadhead wrenches, and cautious and proper use of knives.)

5. Give three major hunting/outdoor scenarios if possible, which make it important for every hunter to know first aid and/or CPR training. (Heart attack, falls, altitude sickness, burns, knife/broadhead cuts, allergies, animal bites, shock, etc.)

6. Through a field demonstration, use a map and compass to determine direction and demonstrate how to avoid getting lost (orient map with compass north arrow, decide direction between two points, find direction of landmarks to determine route, etc.)

7. List the basic elements for a survival pack in the nearby hunting areas. (Tools, materials for signaling, shelter construction, fire building, first aid, water)

8. List three methods of signaling for help when lost in the outdoors. (Signals of three, signal signs, mirrors, whistles, etc.).

9. List basic steps to follow when lost. (S.T.O.P. Sit down, Think, Observe, and Plan. If it is not wise to walk out, make provisions for signaling, water, fire, shelter.)

GOAL 6 - Game Recovery. To help students learn to track and recover animals they hunt, how to care for it in the field, transport it, and prepare it for usable food and other products.

Rationale: Since an arrow-hit animal usually travels some distance before it dies, tracking skills are essential to game recovery. Knowledge of field dressing and carcass handling is required to make efficient use of the animal and avoid waste.

Objectives: (Students will be able to)

1. Understand that game recovery is often difficult requiring careful and diligent tracking.

2. Through a field demonstration if possible, list steps to follow to determine if and where an animal was hit and how to recover it. (After the shot, remain quiet, watch and listen for 30 minutes, depending on weather. Mark shooter location, hit location, place where animal last seen. Look for arrow, hair, and blood, at hit location and the place where the animal was last seen. Wait longer (mm. 3 hr.) if stomach or intestine contents found. Follow blood & tracks, marking trail.)

3. Describe ways of reading blood and to continue a search once a blood trail is lost. (Look for blood on things that don't soak it up, on trees and stems as well as ground. Search quietly, watching for deer, and searching for tracks and other sign, as well as blood. If trail is

lost, use increasing L search pattern, pacing of a short distance, turn right and pace off same distance. Keep turning right, increasing length of line after every pair of lines.)

4. Follow a simulated blood trail in a field or simulated field demonstration.

5. List the steps to follow when the animal being sought is found. (Approach with caution from side away from legs, make sure eyes are open and animal is not breathing, touch eye with stick to make sure it is dead; comply with rules for filling out tags, etc.)

6. Describe how to field dress commonly hunted animals. (Turn animal on back; cut around anus and tie off; slit belly from breast bone to genitals, keeping blade away from intestines, always taking care not to cut intestines or bladder; turn animal on side and free intestines from rear of cavity; cut diaphragm near ribs to open chest cavity; remove heart, lungs and liver with intestines, carefully reaching into neck to cut windpipe to free organs in chest.)

7. List at least two reasons for careful and neat transportation of animals from the field and on the highway, etc. (To avoid heat, moisture and dirt which can spoil meat; to avoid disrespectful displays of dead animals which offend the public.)

8. Discuss options for proper handling and storage of harvested animals. (Skinning and preparation for delivery to professional butchers and taxidermists; learning meat cutting, wrapping, freezing, and other preservation techniques to produce quality food, hides and other products).